



SRO

STATE SCHOOL REFORM/REDESIGN OFFICE
Michigan Department of Technology, Management and Budget

Unreasonable Hardship Determination Report

Bow Elementary-Middle School

February 2017

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Framework

State School Reform/Redesign Office Background and Legal Authority

The State School Reform/Redesign Office (SRO) was established in 2010 to serve as Michigan's academic accountability office. The mission of the SRO is to turn Michigan's Priority Schools into the highest-performing schools in Michigan. The SRO's vision is to create the necessary conditions for a globally superior public education system. To do this, the SRO uses both incentives for academic success and consequences for chronic failure. The following state and federal statutes establish the SRO and govern the office's action steps:

Michigan's Revised School Code 380.1280c: Section 1280c of the Revised School Code charges the SRO with the responsibility of identifying and supervising the lowest achieving 5% of schools (Priority Schools). Priority Schools submit reform/redesign plans to improve performance, and the SRO is granted authority to implement intervention if academic progress is not made (i.e. CEO operator for multiple schools, State School Reform/Redesign District (SSRD), etc.). Priority Schools are required to submit monitoring reports to the SRO in a manner and frequency as determined by the SRO. The statute also provides exemptions for districts under emergency management.

Michigan's Executive Order No. 2015-9: Executive Order 2015-9 transferred the SRO from the Michigan Department of Education (MDE) to the Department of Technology, Management, and Budget (DTMB). It also transferred all authority, powers, duties, functions, and responsibilities assigned to MDE and the Superintendent of Public Instruction under MCL 380.1280c to the SRO.

Michigan Public Act 192 (i.e. Enrolled House Bill 5384): The law divides the Detroit Public School District (DPS) into two separate districts and requires the SRO to mandate school closures via specified stipulations.

Under these statutes, the State School Reform/Redesign Office must make notifications and issue orders to Public School Academy Authorizers and/or Traditional Public School Superintendents/Board Presidents establishing different levels of accountability based on the performance of the schools they operate/authorize.

Purpose

On January 20, 2017, the SRO published the order subjecting [School] to a Next Level of Accountability pending an Unreasonable Hardship Determination as required under subsection 391(3), MCL 380.391(3). The purpose of this report is to:

- Outline the Unreasonable Hardship Review Process
- Detail the findings of the Unreasonable Hardship Review
- Publish the final Unreasonable Hardship Determination for **Bow Elem.-Middle School** and
- Detail next steps that the SRO recommends in light of the final Unreasonable Hardship Determination.

Unreasonable Hardship Review Process

In accordance with MCL 380.391(3), the SRO must complete an analysis of whether closure of [Bow Elementary-Middle School] will result in unreasonable hardship to pupils attending [Bow Elementary-Middle School]. The SRO will consider other public school options available to students in the grade levels offered and geographic area served by the public school identified for closure to determine if closing the identified school(s) would result in an unreasonable hardship for the impacted students. The SRO is committed to ensuring that the closure of a failing school does not necessitate the enrollment of a displaced student in another failing school. The SRO's Unreasonable Hardship Review will consist of three parts:

1. **Part 1:** A comprehensive review of all available data related to the past and current performance of the identified school(s)
2. **Part 2:** An academic and an operational on-site review
3. **Part 3:** A detailed examination of other public school options available to students in the grade levels offered and geographic area served by the public school identified for closure.

A set of research-based Turnaround Practices served as the framework for the SRO's Unreasonable Hardship Review. The Turnaround Practices¹ are based on both academic and practice-based research on the common characteristics of successful turnaround schools and are organized into five different domains:

- **Domain 1:** Leadership, Shares Responsibility, and Professional Collaboration
- **Domain 2:** Intentional Practices for Improving Instruction
- **Domain 3:** Providing Student-Specific Supports and Instruction to All Students
- **Domain 4:** School Climate and Culture
- **Domain 5:** District System: Districts develop systems to support, monitor, and sustain turnaround efforts

By structuring the SRO's Unreasonable Hardship Review around these domains the SRO is acknowledging that in determining unreasonable hardship one must not only examine historic performance but must also work intimately with local community members and educators to determine if the academic and operational realities of the identified school reflective of a school poised for rapid turnaround.

All of the information produced and insights gained from the Unreasonable Hardship Review Process have informed the SRO's Final Unreasonable Hardship Determination, which consists of a series of 3 Key Questions:

- **Question 1:** Are the academic and operational realities of the identified school reflective of a school poised for rapid turnaround?
- **Question 2:** Are there are sufficient other public school options reasonably available to these pupils?
- **Question 3:** Would the proposed NLA action result in an unreasonable hardship to the displaced pupils?

¹ See Edmonds, 1979; Bryk et al., 2010; Marzano, 2003; Newmann et al., 2001; Lane et al., 2014)

Unreasonable Hardship Review Part 1: Data Review

In an effort to inform the Unreasonable Hardship Determination, the SRO requested a comprehensive set of both academic, cultural, and operational data from [Bow Elementary-Middle School]. The data provided can be viewed in Appendix A. In reviewing this data as well as previously state-reported academic data, the SRO has identified the following Key Takeaways related to the past, and current realities of [Bow Elementary-Middle School].

Data Review Key Takeaways

- **Academic (Domains 2 and 3)**
 - Proficiency
 - Between 2014 and 2016 the percent of proficiency demonstrated for all students in Mathematics decreased from 13.41% to 6.76%
 - Between 2014 and 2016 the percent of students with disabilities that demonstrated proficiency in Mathematics decreased from 27.91% to 14.75%
 - Between 2014 and 2016 the percent of proficiency demonstrated for all students in Reading/ELA dropped from 42.69% to 8.19%
 - Between 2014 and 2016 the percent of students with disabilities that demonstrated proficiency in Reading/ELA increased from 45.24% to 8.2%
 - Between 2014 and 2016 the percent of proficiency demonstrated for all students in Science was 4.44% in 2014 and [REDACTED] in 2016
 - Between 2014 and 2016 the percent of students with disabilities that demonstrated proficiency in Science fell from 18.18% in 2014 to [REDACTED] in 2016
 - Between 2014 and 2016 the percent of proficiency demonstrated for all students in Social Studies fell from [REDACTED] in 2014 and [REDACTED] in 2016
 - Between 2014 and 2016 the percent of students with disabilities that demonstrated proficiency in Social Studies grew from [REDACTED] in 2014 to 7.14% in 2016
 - Student Instructional Support Systems (Interventions)
 - The School Social Worker identifies students for intervention based on referrals, parent and teacher requests. They are grouped by grade-level clusters (K-3; 4-5; 6-8). Intervention and support are provided four days a week for thirty minutes per grade-level cluster. They meet in groups of 15-20 students. Success is monitored through report cards, progress reports, interviews with teachers and parents, and decreases in suspensions.
 - Positive Behavior Intervention Support is a proactive systematic approach to put strategies in place for all students while building support for students that may be considered at-risk.
 - The Resource Coordinating Team (RCT) enhances achievement by promoting a healthy school environment that addresses the social, physical, and cognitive/emotional development of all referred students.
 - Michigan Department of Health and Human Services (DHHS) provides on-site support for the well-being of the whole child and families.
 - Curriculum
 - ELA: Preschool students utilize the HighScope Curriculum for Language, Literacy and Communication. Students engage in active participatory learning to address reading, comprehension, speaking, vocabulary, phonological awareness, alphabetic knowledge, book knowledge, concepts about print, and writing. Students in grades K-8 are

instructed using the Common Core Standards for English Language Arts. The core curriculum resource for K-6 is SRA's Imagine It! which provides instructional strategies in the five key areas of Reading: Phonemic Awareness, Phonics, Vocabulary, Comprehension and Fluency. The core curriculum resource for grades 7-8 is Prentice Hall's Literature and Writing and Grammar.

- Math: "Preschool students utilize the HighScope Curriculum for Mathematics. Students engage in active participatory learning to address the following concepts: Counting, recognizing number words and symbols, part-whole relationships, identifying and describing shapes, spatial awareness, measuring, understanding the concept of units, patterns and data analysis. Students in grades K-8 are instructed using the Common Core Standards for Mathematics. The core curriculum resource for K-6 is enVision Mathematics which provides instructional lessons to develop conceptual understanding through daily problem based interactive learning, daily common-core review, built-in professional development, along with differentiated instruction to provide the necessary level of intervention. Students in grade 7 utilize the core curriculum instructional tool of Holt Pre-Algebra. Students in grades 8 utilize the Pearson Algebra 1 Common Core instructional resources.
- Science: Preschool students utilize the HighScope Curriculum for Science and Technology. Students engage in active participatory learning to address the following concepts: Observing, Classifying, Experimenting, Predicting, Drawing Conclusions, Communicating Ideas, Knowledge of the natural and physical world, and exploration of tools and technology. K-12 students are instructed using the Michigan Science Standards. The core curriculum resource for K-5 is Harcourt Science which provides instructional lessons inclusive of hands-on activities and problem solving. Students in grade 6-8 utilize the following resources: Prentice Hall's The Nature of Science and Technology, Science Explorer, and Reading in the Content Area: Science.
- Social Studies: Preschool students utilize the HighScope Curriculum for Social Studies. Students participate in group routines to address the following concepts: Diversity, Community roles, Decision making, geography, history, and Ecology. Students in grades K-8 are instructed using the Grade Level Content Expectations for Social Studies, College, Career, and Civic Readiness standards and cross-curricular connections to the Common Core Standards for English Language Arts. K-2 students use materials produced by the Metropolitan Teaching and Learning Company as the core curriculum resource. Grade 3- 8 students use the following resources: Michigan Studies, Our Country and It's Regions, Scott Foresman's The United States, World Explorer: People, Places, and Culture, The American Nation: Beginnings through 1877.
- Academic Intervention Systems:
 - 21st Century Community Learning Center (5th-8th) after-school program is to promote academic achievement (in Reading, Mathematics, Science, and Social Studies) by providing STEM and cultural enrichment activities. Selection of students is based on MAP Fall data, students engaging in high-risk behaviors, and students at-risk for failure. The program is open to 30 students. There are two teachers providing academic instruction. The program is for 32 weeks. Four days a week, three hours a day. Success is measured through quarterly progress and MAP test results.
 - Instructional Learning Cycles (ILC) are implemented three times a year to promote collaboration and determine instructional strategies to increase student achievement.
 - Response to Intervention (RTI) is a tiered-model approach for supporting struggling students and identifying possible learning and behavior needs

- Tier I (strategies for all students) – According to the building leadership, all students in all content areas receive high-quality, research-based differentiated instruction within the allotted instructional time. The following strategies are implemented: Explicit Systemic Instruction (I Do, You Watch), Guided learning (We do it together), Cooperative Learning (Working in Groups Together), Supervised Independent Practice (Independence) and continuous progress monitoring.
- Tier II – Students that are failing to make adequate progress with tier I classroom lessons and strategies receive differentiation and intervention through Small Group Instruction, peer tutoring, online intervention resources and additional assistance from SSA's.
- Tier III (bottom 30) – Students receive individualized instruction, targeted to their individual specific skill deficits.
- **Climate and Culture** (Domains 3 and 4)
 - Enrollment
 - Between 2014 and 2016, enrollment increased from 462 to 520 (58 student difference)
 - Between 2014 and 2016 the number of economically disadvantaged students decreased from 398 to 392 (6 student difference).
 - Between 2014 and 2016 the percentage of economically disadvantaged students decreased from 86.1% to 75.4%.
 - African Americans consistently make up 98% or more of the student population.
 - Between 2014 and 2016 enrollment increased in all grades except Kindergarten, which decreased by 6 students, from 58 to 52 students
 - The greatest increase in student enrollment occurs in grade 4 from 37 to 67 students.
 - Attendance
 - Between 2014 and 2016 the attendance rate decreased from 82.7% to 81.1%.
 - Between 2014 and 2016 the percentage of chronically absent students has increased from 75.4% (371 students) to 79.5% (418 students).
- **Professional** (Domains 1 and 5)
 - Teacher Evaluation
 - Between 2014 and 2016 the number of teachers decreased by four from 34 to 30.
 - The number of teachers rated as highly effective was 19 (55.9%) in 2014 and 28 (93.3%) in 2016.
 - The number of teachers rated as effective decreased from 14 (41.2%) to 2 (6.7%) in 2016.
 - There were 0 teachers rated as marginally effective or ineffective in 2016.
 - In 2016, 0 (0%) teachers were rated as marginally effective.
 - In 2016, 0 (0%) teachers were rated as ineffective.

Unreasonable Hardship Review Part 2a: Academic On-Site Review

On February 16, 2017 two representatives of the SRO conducted the Academic On-Site Review for **Bow Elementary-Middle School**. The purpose of this visit was to gain current and school-specific information related to the current academic realities of **Bow Elementary-Middle School** from its building leaders, teachers, parents and community members. The Academic On-Site Review was structured as follows:

- Interviews with Building Leadership
- Building Walk-Through with Classroom Observations
- Teacher Leader Focus Group
- Student Focus Group
- Parent/Community Focus Group

In a letter sent on January 23, 2017, the SRO requested that **Bow Elementary-Middle School** nominate both teacher leaders as well as parents and community members to participate in the Academic On-Site Review.

The review was structured around the research-based Turnaround Practices & questions that served to frame both the interviews as well as the focus group discussions. Responses from conversations were analyzed & evaluated for alignment with key indicators of best practices for high-gain, rapid turnaround schools. The following pages provide the results from the site visit. Rubric ratings (see below) and corresponding evidence (in bulleted form) is provided for each Turnaround Practice component.

Rubric Descriptors

<u>Strong alignment with best practice</u>	<u>Moderate alignment with best practice</u>	<u>Low alignment with best practice</u>
All indicators are evident and there is strong evidence that key structures and practices are being used effectively to improve instruction.	Some of the indicators are evident and there is some evidence that key structures and practices are being used effectively to improve instruction.	A few or none of the indicators are evident and/or there is little to no evidence that key structures and practices are being used effectively.

A key purpose of the site visit is to assess each school's capacity to engage in accelerated turnaround and to inform decisions regarding unreasonable hardship. As such, site reviewers and the SRO are focused on the following overarching questions.

<p>Domain 1: Leadership, Shares Responsibility, and Professional Collaboration</p> <ul style="list-style-type: none"> • Does the school have a collaborative environment (e.g., sufficient teaming structures and ways of working together) that can lead to accelerated instructional improvement? • Does the school leadership have systems in place to monitor and support the implementation of improvement strategies, including the use of frequent classroom observations? 	<p>Domain 2: Intentional Practices for Improving Instruction</p> <ul style="list-style-type: none"> • Does the school utilize a common core curriculum that is instructionally coherent and that displays a strong understanding of high quality instruction, among teachers and as supported and observed by administrators? • Does school leadership have a system in place to identify teachers that may need additional support, and specific strategies for providing such support?
<p>Domain 3: Providing Student-Specific Supports and Instruction to All Students</p> <ul style="list-style-type: none"> • Does the school have and actively utilize a system of assessments and interventions capable of providing student-specific supports and subsequent monitoring of the effectiveness of interventions? 	<p>Domain 4: School Climate and Culture</p> <ul style="list-style-type: none"> • Does the school provide a safe, orderly, and respectful environment for students and a collegial and professional culture among adults?

Determining Capacity for Successful Turnaround

Key Question 1: What are the core issues and challenges that have kept students at your school from achieving? How are you addressing these issues and challenges?

Key Question 2: What are the key practices and strategies that distinguish your school, and will allow your school to improve, leading to increased student achievement in the near future?

	Alignment with Best Practice
Adaptive Instructional Improvement All stakeholders espouse an “improvement mindset” reflected in the school’s continuous review and assessment of improvement practices and strategies used within the school. Key Indicators <ul style="list-style-type: none"> The school stops or modifies strategies that are not working and expands those that are working. 	
Respectful and Trusting Learning Environment All stakeholders (students, teachers, community members, etc.) have high expectations for students and value working with and learning from each other. Key Indicators <ul style="list-style-type: none"> Parents and students state that they believe that all of the students in the school will succeed (e.g., will do well in classes, graduate, attend and graduate college). Teachers and administrators work together in formal and informal teams on a regular basis. 	
Instructional Rigor Instruction and instructional practices are engaging, differentiated, and sufficiently challenging for all students. Key Indicators <ul style="list-style-type: none"> Teachers provide all students with lessons and instruction directly aligned with common core standards and aligned instructional practices. Written lessons and taught instruction includes stated and written learning objectives, multiple instructional strategies, and challenging (e.g., higher order) tasks, problems, and questioning strategies. 	
Targeted Interventions The school expertly uses specific instructional strategies/interventions executed with a high degree of instructional expertise. Key Indicators <ul style="list-style-type: none"> Student work is consistently improving. Instructional strategies and interventions are implemented with fidelity. 	

Challenges:

- The leadership reported three major, current challenges: Academic, Behavior and Attendance.
- The leadership has provided Professional Development focusing on examining student data and using best practices.

- The leadership team reported that an examination of programs used by the school when the principal began her leadership tenure and a number of programs were removed or discontinued because of budget constraints and/or a lack of community partner support.
- The teachers reported that they saw a decline in student achievement when the District merged a low-performing school with Bow Elementary- MS in 2011 and the school has not recovered.
- The teachers reported the lack of alignment between using NWEA and M-STEP.
- The teachers also reported that they have seen a decline in enrollment with higher-performing Bow Elementary- MS students choosing to attend other schools, although no reason was given for this exodus.
- The teachers reported that the student population is transient.
- The teachers reported that lack of staffing has impacted teacher planning periods. Currently, the teachers have technically one common planning period.
- All focus groups reported that the school lacks electives (Art, Music, and Physical Education) and enrichment activities are provided after school.
- The community members reported the following as challenges:
 - (1) *Toxic stress –students suffering from the home/neighborhood environment.*
 - (2) *Class Size –extending to over 40 in some classrooms.*
 - (3) *Lack of resources (i.e. 5th grade math books)*
 - (4) *Home environment (students lacking in having basic needs)*
- The teachers reported that middle school has a much higher number of students receiving Tier 3 interventions due to the transient population, although it was not determined if or why that was actually true.
- All focus groups reported that the new principal has helped to focus the school and the school is now headed in the right direction, although they had few observable data points to support their position. The new principal began her position September, 2016.
- The community reported that more time is needed, although it was not clear what that meant or what they intended to do with the extra time.
- The community reported that “they want the state to use the right tool and not a universal tool across the board.” They have been led to believe that the only option available to the SRO was closure.

Strategies

- The leadership reported that everyone in the school from the custodian to the principal plays a role in shared responsibility.
- The leadership reported that Bow Elementary- MS was one of five schools out of 30 selected for the Blended Learning program. The key determining factors for selection included:
 - (1) *Ability for school to implement the program with fidelity*
 - (2) *Building leadership*
 - (3) *Ability for staff to use the technology to support students in the area of Differentiated Instruction*
- The leadership reported that data is reviewed frequently and the instruction is organized around meeting student needs.
- The leadership reported that school is student centered and they celebrate student success when they reach their MAP goals.
- The teachers reported that Instructional Learning Cycles and Professional Learning Communities are used to improve instruction.
- The community reported that the administration is accommodating and everybody is “like family at Bow Elementary- MS.”

- The teachers reported that teachers used “looping” of students last year as a way to support achievement. Teachers did not have to spend time establishing a relationship with students if they were in a looping class.
- The leadership reported that PBIS has been implemented in the school and it has improved the climate/culture of the school.
- The leadership identified the following external providers who provide support to the school: Wayne RESA, District, Pastoral Group, Neighborhood Legal Services, Parents, Reggie Jackson (Detroit Pistons/Literacy Focus), Jasmine Fortune (non-profit which reaches out to local businesses).
- The leadership reported that staff attendance has dropped significantly (last year 250-300 total teacher absences) and to date only 55 absences have been reported.

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Turnaround Strategy Domain 1: Leadership, Shared Responsibility, and Professional Collaboration

The school has established a community of practice through leadership, shared responsibility, and professional collaboration.

Key Question: How, and to what extent, do you (and your leadership team) cultivate shared ownership, responsibility, and professional collaboration in the school?

Turnaround Strategy Components	Alignment with Best Practice
<p>Teaming, Shared Leadership and Responsibility, and Collaboration</p> <p>Distributed leadership structures and practices are apparent throughout the school building in the form of an active and well-represented Leadership Team and grade-level and vertical teams.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • The school leadership team meets regularly and includes representation from all grades and student needs. • Grade-level and vertical teams meet regularly. • Teams exhibit a strong commitment to high expectations for all students and a willingness to work together to improve instruction. 	
<p>Using Teams, Shared Leadership, and a Collaborative and Trusting Environment to Accelerate Improvement</p> <p>Administrators and teachers (through teacher teams or involvement in the leadership team) are monitoring and assessing the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and non-academic supports on student achievement.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • Adaptation: Leadership has the demonstrated ability to adapt, innovate and do whatever it takes to improve student achievement. • Instructional Observation: Instruction is formally and informally observed and meaningful feedback is provided. Teachers, as well as students, are held to high expectations. 	

- The leadership team has scheduled meetings every Monday for two hours to review data around their three identified challenges.
- The leadership team invites external providers to meetings to share data and garner additional school/student support.
- The leadership reported that twice a month PLC meetings are convened on Wednesdays and teachers work in grade bands, ILC, review common assessments; and provide teachers time to collaborate.
- The leadership determined that additional support was needed at the primary level and hired a person to support (K-4). At the middle school the school schedule was reorganized several times and the administrator identified a Title One staff member to support. The Title One teacher serves a dual role as lead technology teacher in addition to providing a pull-out model for a small group of students to improve student achievement.

- The parents reported that the staff is team-oriented and they liked the open lines of communication between parents and teachers. Parent engagement is approximately 70% as reflected by positive attendance at parent meetings. The principal has provided the community with a parent room and a parent coordinator.

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Turnaround Strategy Domain 2: *Intentional Practices for Improving Instruction*

The school uses an aligned system of common core curricula, assessments, and common instructional practices across the school and content areas, and employs intentional practices for improving teacher-specific and student-responsive instruction.

Key Question: What are the strategies and practices that you and your colleagues use to improve instruction? Specifically, how do you work to improve teachers' instruction?

Turnaround Strategy Components	Alignment with Best Practice
<p>Common core curriculum and aligned and rigorous instructional practices.</p> <p>Administrators and teachers develop and use vertically and horizontally aligned curricula and instructional strategies that includes common units, lessons, assessments, and instructional strategies and language within and across grades and content areas.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> Teachers' unit and lesson plans are similarly structured, incorporating best practices, directly linking lesson content with the grade-level standards and standards taught in prior and subsequent grades. A common set of instructional strategies, academic language, and other learning tools are evident in lessons and in practice, to enable students to access content. 	
<p>Defined expectations for high quality instructional practices</p> <p>The school has a clear instructional focus and shared expectations for instructional best practices that address students' instructional needs.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> Leaders and teachers understand the instructional focus and how the instructional focus informs (or is evident in) classroom practice. Teachers have received training and professional development on the instruction focus and related instructional strategies. 	
<p>Teacher support and feedback to improve instruction</p> <p>Teachers are actively supported to develop high quality lessons, deliver high quality lessons and instruction and to become experts in using and refining effective instructional strategies.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> The principal (or administrators or coaches) spend significant time in classrooms, observing teachers' instruction and providing teachers with constructive and useful feedback on instructional practices. Teachers (and teacher team) use a variety of standards-based assessments to assess the effectiveness of instructional strategies and modify instruction accordingly. 	

- The leadership team examined the manner in which teachers plan their lesson plans and found the process lacking. The principal reported that an increased focus was placed on: learning targets, successful criteria and standards. The school leadership team, with teachers,

developed a new lesson plan template to ensure plans are analyzed and teachers are provided with support.

- The leadership reported that a three step process: (1) Administrator reviews lesson plans; (2) Feedback is provided to the teacher; and (3) Observation of the lesson plan.
- Lesson plans are due bi-weekly and support is provided if requested by the teacher (i.e. Academic support, technology support). The school has an Academic Engagement Personnel on staff to support each content area.
- The leadership reported the need to ensure that students understand what they are learning, and the need to increase student engagement with a focus on being student centered.
- The leadership team provides an Instructional Specialist to assist teachers with the lesson plan template.
- The leadership reported that professional development is a key strategy for improving instruction.
- The leadership reported that data is analyzed, walkthroughs are conducted daily, and the administration conducts classroom observations.
- The leadership reported PD as a key strategy for improving instruction and coaches from Wayne RESA and the District support the teachers.

Turnaround Strategy Domain 3: Providing Student-Specific Supports and Instruction to All Students

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs

Key Question: How, and to what extent, does your school provide student-specific supports and interventions to students?

Turnaround Strategy Components	Alignment with Best Practice
<p>Tiered and Targeted Interventions for Students and Monitoring for Effectiveness</p> <p>The school has a system (structures, practices, resources) for providing targeted instructional interventions and supports to all students which also includes close monitoring of the impact of tiered interventions on students' progress.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> Students are provided with targeted, student-specific instruction and interventions in direct response to their academic areas of need, rather than placing entire groups of students in intervention groups. The impact of classroom-based and tiered interventions is frequently monitored (e.g., regularly, in 2, 4, or 6 week intervals and often by grade-level teams or by school support teams) and then refined in direct response to students' needs. 	
<p>Data Use and Data Informed Targeting of Interventions</p> <p>Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> A variety of valid and reliable assessments (standards-based and performance assessments) are used consistently, within and across grades and content area. Administrators and teachers are using assessment to identify the specific students needing additional support and the targeted areas of need for each specific student. 	

- The leadership reported that the after-school program is specifically designed to support interventions for identified Tier 2 and Tier 3 students, although no data is available to support such a claim. The teachers use the MAP data and conduct progress monitoring at six week intervals which is a departure from the past when a student would be placed in the program in September and exit in June.
- The leadership reported that they are reassessing the after school intervention program for effectiveness in helping Tier 2 and Tier 3 students and if the school budget can support the program.
- The leadership reported that the 21st Century Program-STEM is provided for Tier 2 students but the program can only accommodate 30 students.
- The leadership has added a computer education technology teacher who provides intervention using a pull-out model for math and reading. The teacher uses the following: online tools, blended learning, STAR, COMPASS Reading.
- The leadership reported that the school has improved laser focus using their Title One support teacher. The administrator reported that more Title One support is needed but the budget will not cover the additional expense.

Turnaround Strategy Domain 4: School Climate and Culture

The school has established a climate and culture that provides a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.

Key Question: How does your school attend to students' social-emotional health and establish a safe, orderly, and respectful environment for students?

Turnaround Strategy Components	Alignment with Best Practice
<p>Safety and secure learning environment. The school has established and provides a safe and secure learning environment for students, staff and community members.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • Student to student interaction and teacher to student interactions are respectful and considerate, as observed during the visit. 	
<p>Shared Behavioral Expectations that support student learning Administrators and teachers have and use a clearly established set of behavioral expectations and practices that supports students' learning.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • Expectations of student behavior are written and clearly shared and understood throughout the school building. • Behavioral expectations are reinforced through consistently applied rewards and consequences (consistent among and across teachers and grades). 	
<p>Targeted and effective social-emotional supports The school has identified, established, and proactively provides effective social-emotional resources and supports for students in need of such supports and assistance.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • The school has identified a wide array of effective social-emotional responses and supports for students in need of such assistance and support. • Students that may need or benefit from social-emotional supports are identified and receive targeted social-emotional support. • Data on the effectiveness of social-emotional supports is collected and monitored. 	

- The school now has a full-time School Social Worker (SSW) who began in September, 2016. The primary purpose of this individual is to support students with varied non-instructional needs. The SSW conducts small group and individual student meetings. The SSW also conducts student observations in the classrooms to support staff.
- The leadership reported that the entire staff has bought into PBIS; rewards are given to students when positive behavior is observed and students are told why he/she is receiving a reward.
- During their initial planning year, the leadership observed a minor decrease in behavior instances. The school has full implementation this year.

- The PBIS store is operated by parents and the leadership reflected about the student that “they own it and they are supporting the store.”
- The leadership team redesigned their Resource Coordination Team (RCT) to better support the needs of students with disabilities. A certified teacher (Special Education Coordinator) in special education was hired to review and revamped how the team was functioning. The RCT meets weekly basis and teachers can make referrals.
- The leadership reported that workshops are provided specifically for parents. The school has developed a Parent University using Title One funds. The Parent Center is very active and provides: technology access, food, and DHS support.
- The leadership reported that they have an attendance officer and they employ what is known as the “3-6-9” process. A student who is absent for three days is contacted by his/her teacher; after six days an attendance officer steps in and after nine days a student may be reported for additional action. The attendance officer is on call and attendance has improved from 70% to above 85% this year. The school has a 95% attendance goal. The school offers special after school incentives for students who improve their attendance.
- The leadership also hired a School Assistance Personnel (SAP) to work with students one-on-one, small groups for 20 minutes daily. Students are grouped by MAP results and began in September, 2016.

Turnaround Strategy Domain 5: District System to Support Accelerated Improvement and Turnaround

The district has developed systems for identifying schools that are not performing well, and strategies for monitoring and supporting school leadership and teachers.

Examples of district systems:

- Strategic placement and assignment of principals and teachers in high need schools, including the use of incentives to get the right leaders and teachers in high need schools.
- Provision of additional staffing and resource autonomy to leaders in high need schools
- Provision of additional supports (e.g., coaching supports, instructional resources) to high need schools.

Key Questions:

- How does the district monitor and/or support you in your efforts to improve instruction and raise student achievement?
- To what extent has the district provided you with additional autonomy to make changes to staff (e.g., to hire new teachers and/or quickly remove teachers not supportive of your work), to the school's schedule, and in your use of resources? How much autonomy do you have?

	Alignment with Best Practice
District Capacity - Core Functions The District has established and/or provides schools with base supports necessary for effective teaching and learning (Core curriculum and professional development, assessments, data systems, instructional materials, human capital).	
District capacity - Monitor and support The district has established and communicated a district-wide improvement strategy, including a vision and specific goals for improvement. The improvement strategy includes specific strategies for monitoring and supporting schools (leaders, teachers, and students).	
District Capacity – Conditions and Autonomy The district provides schools with sufficient autonomy and authority to implement turnaround actions, while holding schools accountable for results.	

- The leadership reported autonomy with the following:
 - (1) School budget
 - (2) Limited Staffing
 - (3) Requesting Substitute Teachers (Administrator has developed a relationship with some substitute teachers and can request one without going through the pool)
 - (4) Flexibility with school schedule
- The leadership team also reported that the District's vision is to increase Blended Learning. According to the leadership team, the school uses MAP data to positively impact student performance. The program is adapted to meet individual student needs although it is not clear from the evidence or observations that differentiated instruction using blended learning currently occurs systemically at any level. The leadership expects full implementation by the end of March.

Unreasonable Hardship Review Part 2b: Operational On-Site Review (Facility Conditions Index)

The SRO partnered with DTMB's Facilities & Business Services Administration Office (SFA) to determine a facility conditions index (FCI) for **Bow Elementary-Middle School**. The FCI measures maintenance and repair costs against current replacement cost of the building. The lower the number, the less cost effective it is for the district to keep the building open.

All inspections were designed to be non-intrusive and the results were based on observations and assumptions given the factual knowledge provided.

FCI SCORE: 49.2

A copy of DTMB's FCI report is attached to this report as Appendix B.

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Unreasonable Hardship Review Part 3: Access and Availability

Whether statutorily required under MCL 380.391(3), MCL 380.507(6), MCL 380.528(6), or MCL 380.561(6), or optionally adopted under MCL 380.1280c, the SRO is committed to completing an analysis of whether the proposed closure will result in unreasonable hardship to pupils attending **Bow Elementary-Middle School**. The SRO will consider other public school options available to students in the grade levels offered and geographic area served by **Bow Elementary-Middle School** to determine if the closure would result in an unreasonable hardship for the impacted students. The SRO is committed to ensuring that any closure does not necessitate the enrollment of a displaced student in another failing school. When evaluating the sufficiency of other public school options for affected pupils and unreasonable hardship, the SRO evaluates a variety of factors that can generally be organized into three different categories. These categories include, but are not limited to:

- **Geography:** Are there schools within a reasonable number of miles from the school identified that serve the same grade levels as the identified school?
- **Performance:** Are there schools that were identified during the geographic evaluation that also have an acceptable Top-to-Bottom ranking?
- **Access:** Do the students that would be displaced by the NLA Action have reasonable access to the schools identified during both the geographic and performance evaluations?

The results of the SRO's analysis are included in the below table. The number of schools that meet the parameters defined in the left most two columns is included in column #3 and the estimated capacity of the qualifying schools is included in column #4. The right-most two columns define the # of qualifying schools that would not require students to utilize the schools-of-choice legislation (MCL 388.1705/MCL 388.1705c) to gain access and the estimated capacity of those qualifying schools that would not require utilization of the schools-of-choice legislation.

Distance Parameter (Maximum in miles)	TTB Ranking Parameter (Minimum)	# of Qualifying School-of-Choice Schools	Estimated Capacity of Qualifying School-of-Choice Schools	# of Qualifying Local Access Schools	Estimated Capacity of Qualifying Local Access Schools	Total # of Qualifying Schools that Displaced Students Could Access	Total Estimated Capacity of Qualifying Schools that Displaced Students Could Access
5	25	1	5	9	677	10	682
10	25	27	72	27	1481	54	1553
15	25	74	362	35	2276	109	2638
20	25	112	555	49	2619	161	3174
25	25	153	852	54	2686	207	3538
30	25	197	1123	58	2715	255	3838

Unreasonable Hardship Data Key Takeaways

- There is 1 accessible school of choice that is qualifying and that is located nearby, within 5 miles. It could accommodate up to 5 students.
- There are 9 accessible local access school within a 5-mile radius and 27 within a 10 mile radius. They could accommodate 1481 students.
- The total number of schools within a 10 mile radius that are accessible is 54 schools, and could accommodate up to 1553 students.

Unreasonable Hardship Review Part 4: Final Determination

The SRO's Final Unreasonable Hardship Determination is based on a comprehensive review of all available data, the results from both operational and academic on-site review visits and an examination the other public school options that are available to the students that would be impacted by the closure of **Bow Elementary-Middle School**. All of the information produced and insights gained from the Unreasonable Hardship Review Process that have been detailed in this report, were considered when answering the three key questions that comprise the SRO's Final Unreasonable Hardship Determination.

Question 1: Are the academic and operational and academic realities of the identified school reflective of a school poised for rapid turnaround?

	The academic and operational realities of the identified school reflective of a school poised for rapid turnaround.
	The academic but not the operational realities of the identified school reflective of a school poised for rapid turnaround
	The operational but not the academic realities of the identified school reflective of a school poised for rapid turnaround
	Neither the academic nor the operational realities of the identified school reflective of a school poised for rapid turnaround

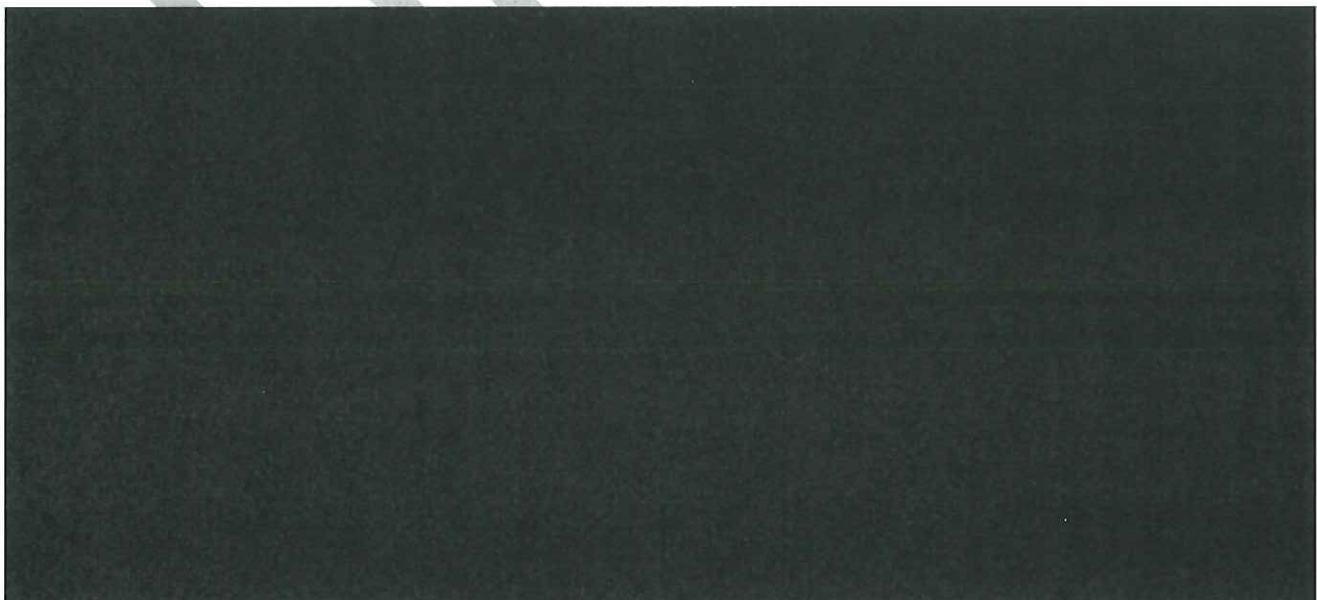
Question 2: Are there are sufficient other public school options reasonably available to these pupils?

	There are sufficient other public school options reasonably available to these pupils?
	There are insufficient other public school options reasonably available to these pupils?

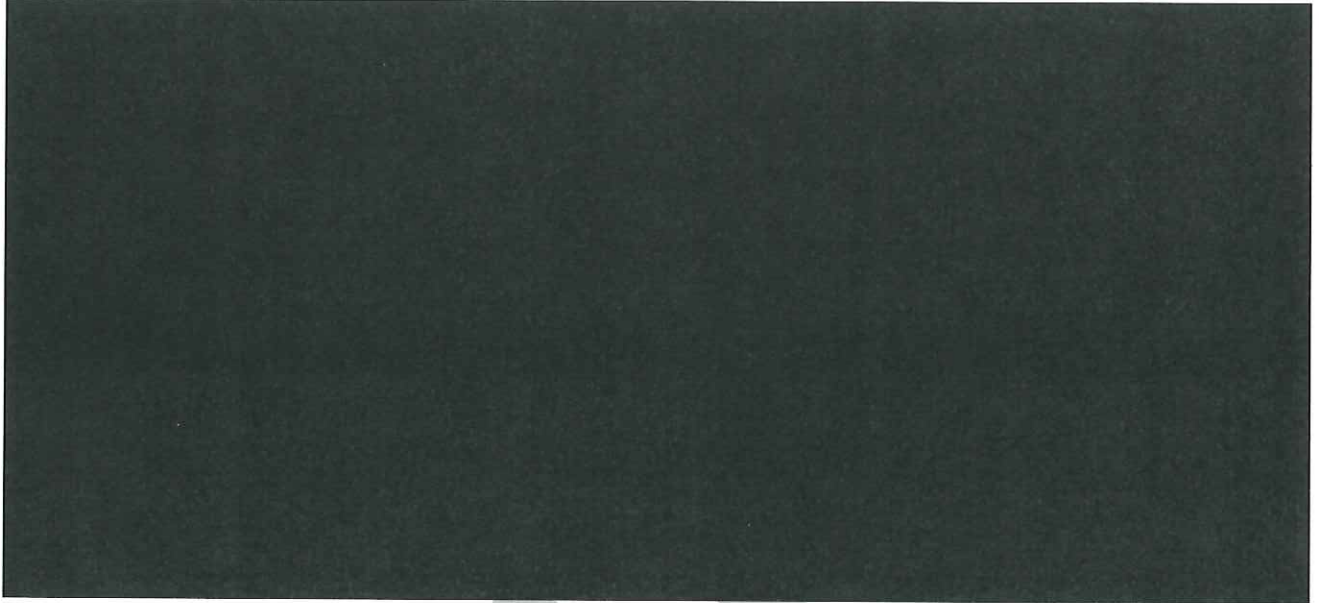
Question 3: Would the proposed NLA action result in an unreasonable hardship to the displaced pupils?

	The proposed NLA action would not result in an unreasonable hardship to the displaced pupils
	The proposed NLA action would result in an unreasonable hardship to the displaced pupils

Determination:



Next Steps:



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APPENDIX A: SRO Unreasonable Hardship Data Request Packet

The SRO is committed to ensuring that the Unreasonable Hardship Determination required under MCL 380.391(3), MCL 380.507(6), MCL 380.528(6), MCL 380.561(6), or optionally adopted under MCL 380.1280c is as informed as possible. Therefore, the SRO is requested that the following information be provided in an editable format (e.g., .doc, .docx, .xls, .xlsx, etc.) by Tuesday, February 1, 2017. Where possible, the information provided will be verified against previously reported and publically available data.

Data review components:

- Academic
- Climate and Culture
- Professional
- Operational

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Academic Data**Top-to-Bottom Rankings by Year**

2012	2013	2014	2015	2016
0	0	2	4	3

Student Proficiency – Mathematics

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students	13.41	10.57	6.76
Native American			
Asian			
African-American	13.13	10.18	6.93
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	14.1	11.36	5.05
Students with Disabilities (IEP & 504)	27.91	28.57	14.75
English Language Learners			

Student Proficiency – Reading/ELA

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students	42.69	7.52	8.19
Native American			
Asian			
African-American	42.25	7.11	8.39
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	42.92	6.86	7.34
Students with Disabilities (IEP & 504)	45.24	9.52	8.2
English Language Learners			

Student Proficiency – Science

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students		5.56	
Native American			
Asian			
African-American		5.56	
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged		5.17	
Students with Disabilities (IEP & 504)	18.18	23.53	
English Language Learners			

Student Proficiency – Social Studies

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students			
Native American			
Asian			
African-American			
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged			
Students with Disabilities (IEP & 504)			7.14
English Language Learners			

Climate and Culture Data

Enrollment by Subgroup²

Race	2013-2014	2014-2015	2015-2016
All Students	462	426	520
Male	255	209	265
Female	207	217	255
Native American			
Asian			
African-American	459	422	510
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	398	329	392
Students with Disabilities (IEP & 504)	67	71	76
English Language Learners			

Enrollment by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-2014	58	55	59	54	37	57	48	56	38	0	0	0	0	462
2014-2015	50	60	57	44	50	37	52	35	41	0	0	0	0	426
2015-2016	52	63	59	58	67	66	50	63	42	0	0	0	0	520

Special Population Percentages

	2013-2014 (%)	2014-2015 (%)	2015-2016 (%)
English Language Learner			
Students with Disabilities (IEP & 504)	14.5%	16.7%	14.6%
Economically Disadvantaged	86.1%	77.2%	75.4%

Attendance

	2013-2014	2014-2015	2015-2016
Attendance Rate (%)	82.7%	81.2%	81.1%
Percent Chronically Absent	75.4%	79.1%	79.5%
Chronically Absent Student Count	371	397	418

² Enrollment by student(s) does not necessarily indicate that the student(s) will take state assessments.

Professional Data**Teacher Evaluations**

	# of Teachers 2013-2014	% of Teachers 2013-2014	# of Teachers 2014-2015	% of Teachers 2014-2015	# of Teachers 2015-2016	% of Teachers 2015-2016
Highly Effective	19	55.9%	29	90.6%	28	93.3%
Effective	14	41.2%	3	9.4%	2	6.7%
Marginally Effective	1	2.9%	0	0.0%	0	0.0%
Ineffective	0	0.0%	0	0.0%	0	0.0%

Total Teachers	34
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32

30
